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AUTHOR Johnson, Geraldine W.
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ABSTRACT

PLAN is a computer-managed individualized learning program with two major goals: to provide each child with an individualized program of studies in the language arts, mathematics, science, and social studies and to involve students in making decisions and assuming responsibility for their own learning. A computer assists the teacher by scoring and analyzing tests, recording student progress, and providing daily objectives for learning. Teachers spend most of their time tutoring and counseling students on a one-to-one basis or in small groups, during which time Teaching Learning Units (TLU's) are introduced. A TLU states the objective the child will work toward, lists the materials he or she will use, and prescribes the activities he or she will perform in order to achieve the objective. Some learning activities require students to work in small groups, while others require them to work alone. When a child feels that he or she has mastered the objective of a TLU, the child is tested individually and measured against his or her own potential. (LL)

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DON'T PROGRAM YOUR WORLD-PLAN* IT!

Geraldine W. Johnson

PLAN* is an individualized learning program that allows each student to learn at his own rate in several subject areas at the same time. One of the outstanding features of the program is that the entire learning process receives daily guidance from an IBM computer. The computer helps the teachers plan student instruction and keeps track of student progress by scoring and analyzing tests, keeping up with progress, and providing day-to-day objectives for learning.

PLAN* has two major goals. The first goal is to provide each child with an individualized program of studies in Language Arts, Mathematics, Science, and Social Studies. The second goal is to involve students in making decisions and assuming responsibility for their own learning.

The teacher is informed of the daily progress of each student. A progress report shows the specific objectives each student has mastered, the ones he is currently working on, and what is still scheduled for him to do. Much of the teacher's job of record keeping in PLAN* is done by the computer. The printout can also help pupils budget their time.

In PLAN* classrooms, there is a variety of materials that are neither too hard nor too easy. Each child can proceed at his own pace. With an older child reading below grade level, a teacher can maintain the child's interest by adding enrichment and motivational activities to the learning units provided with the system. In a PLAN* classroom, the teacher spends most of her time tutoring and counseling students on a one-to-one basis or in small groups. During these counseling sessions TLU's are being introduced. Teaching Learning Units (TLU's) have been provided for each objective in PLAN*. Some TLU's are filed in the classroom. Others are stored in a special place in the building.

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Students may go to TLU storerooms to withdraw additional TLU's or objective tests under the direction of the teacher or administrator.

A TLU spells out the objective the child will study, lists materials he will use, and activities he will do in order to achieve the objective. Teacher aides assist the teacher in monitoring the program. Some learning activities require students to work in small groups, others require students to work alone. When a child feels he has mastered the objective of a TLU, he is tested individually. Testing is very important to individualized instruction. Each child is measured against his own potential. Student test cards are sent daily to the Computer Operations Manager. She places them in a card reader, if their are no errors, all information will appear on the print-out the following morning. The printout can help teachers and students to identify other children working on the same objective and arrange for partners or group work.

Students learn to operate audio-visual equipment. They work with manipulative objects. They learn to find and return materials on their own. In a PLAN* classroom, there is a great deal of constructive movement. Students leave the room for gym, music, science experiments, research, and to borrow materials from other PLAN* classrooms.

PLAN* helps the child learn to be self-motivating and to make his own decisions. The emphasis is on inner-motivation. The mental health of parents, teachers, and children should improve because PLAN* removes the tension and frustration sometimes found in the traditional classroom. The students cannot fail in the usual sense. There is no pressure on the student to stay at a level of other students. The child still needs personal attention and this is something only the teachers can provide. The teacher must know what her students are

expected to learn and what criteria to use in deciding whether a student has mastered an objective. PLAN* requires competent teachers. Children freely ask more and deeper questions. Therefore, PLAN* is not the place for an inferior teacher. The computer will never replace the teacher.

The Project Director is responsible for every phase of the program. She reports to the Director of Curriculum Services, works with teachers and students, works with outside contracting agencies, makes recommendations for project changes, supervises the writing of curriculum materials, and is in charge of dissemination of project information.

There are two coordinators who assist the principals by training teachers and carrying out other administrative tasks related to the implementation of the program. The school principals have full responsibility for PLAN* in their schools. All administrators receive the training necessary for implementation of PLAN* in the classroom.

The curriculum writers have the challenging task of creating local TLU's for subject areas and context that are not available in the PLAN* curriculum. The writers work with the Division of Curriculum Services, the Division of Central Duplicating and Publications, students, teachers, and administrators.

An evaluator spends time in each classroom observing the learning styles of students and classroom management. It is his job to evaluate the effectiveness of the total program.

Together the schools utilize all the facilities that make this Computer Managed Individualized Learning Program the tool to meet the needs of our youth.

Geraldine W. Johnson

D O N ' T P R O G R A M Y O U R W O R L D - P L A N * I T !

(Continued by Doris Benning and Roberzene Price)

The reading teacher must believe that each pupil is different and those differences are to be respected and encouraged. In the classroom, these are manifested in the students' rate of learning, his style of learning, maturation, abilities, interests, and needs. The teacher can develop a plan for individualizing reading instruction.

The beginning of any instructional design is the objective. The next step is to plan activities which will help the pupil to master the objective. All local resources should be explored to determine what instructional materials are available. Then, decide which materials can be used most effectively by students in acquiring a skill or mastering an objective.

Title

Learning Unit Number

TEACHER DIRECTIONS

OBJECTIVE:	(Write a statement of what the student is going to be able to do when he has learned or mastered the objective.
MATERIALS:	(Here you should list *all* materials that you need to have available for the student using the instructional learning unit. If you need to prepare the materials, you should indicate this by putting *teacher prepared* after the designated instructional material.)
PREPARE:	(This section of your learning unit tells what items of special nature you must make or organize for use in that particular learning unit.) For example, you may find that you must: 1. Record sentences and words on language master cards. 2. Record stories on cassette tape for independent listening. 3. Design Activity Sheets to reinforce a learning activity. 4. Design a game. 5. Prepare masters. 6. Gather materials needed for a learning activity. 7. Prepare motivational items. 8. Prepare an exhibit.
DIRECTIONS:	(Here you include information in addition to that found on the student's lesson plan, explanation of the purpose of an activity, and suggestion on how to teach the activities.)
TEACHER ANSWERS & STUDENT CHECK	(Here you include answers to teacher check items and student check items.)

LEARNING UNIT CRITERIA

After you have written your learning unit, field-tested it with the student; compare your learning unit to the checklist below. Then make revisions based on your findings.

1. Do the learning activities which you have developed actually teach the objective covered by the learning unit?

2. Do the learning activities in your learning unit follow the guidelines specified by the objective in terms of form, content, source of input, personal interaction, and cognitive process?

3. Are any skills which students must have to complete the objective, either taught as part of the learning activities or called to the teacher's attention in the Teacher's Directions for your learning unit?

4. Is the vocabulary which you have used in writing your learning unit at a level appropriate to the objective and the instructional materials which students will be using?

5. Do the learning activities which you have developed give students an interesting variety of experiences (read, listen, observe, create, think, play a game, etc.)?

6. Do any self-check activities or questions in your learning unit actually provide the student with a way of knowing whether or not he has understood and mastered the objective? Are self-check items an additional learning experience as well as a test of what has already been learned?

7. Do the test items you have developed actually test the student's mastery of the objective? Do your test questions involve the student in the same cognitive process required of him by the objective and learning activities? (i.e., don't ask a student to be *creative* and then give him a *recall* test.)

8. Have you developed all related documents needed by students and teachers who will be using your learning units?

   Learning Objective Test and Answer Sheet

   Teacher Directions (for Learning Unit and Test)

   Instructional Guide (if necessary)

   Activity Sheet and Answer Key (if necessary)

   Tape Script (if necessary)

   Answers to Learning Unit self-check items

9. Have you field tested your learning unit with a student? Have your shown your work to other teacher-writers, curriculum specialists, reading specialists, etc., for their comments?

10. Have you made your learning unit an enjoyable and interesting experience for the student who will be using it?